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Master's Thesis

~~THE MOTIVATION OF SHORTHAND~~

Mary M. Twomey

May 10, 1925

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This curious art will teach you to take down,
The great affairs of government and crown.

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A B O U T S H O R T H A N D

Cicero the Consul dispersed about the senate-house several expert writers, whom he had taught to make certain figures, which would in little and short strokes express a great many words; till that time they had not used those they call Shorthand writings; who then first, as it is said, laid the foundation of that art.--Plutarch.

Shorthand, on account of its great and general utility, merits a much higher rank among the arts and sciences than is commonly allotted to it. Its usefulness is not confined to any particular science or profession, but is universal, and therefore by no means unworthy of the attention and study of men of genius and erudition.

Dr. Samuel Johnson.

I would recommend a knowledge of shorthand to our English youth of both sexes, as a very innocent ability and advantageous amusement; but more especially to such young gentlemen as are intended to employ it for the study in either of the three learned professions, viz., Law, Physic, and Divinity; wherein the small trouble they may take to acquire it, will be abundantly compensated by the pleasure and profit that will naturally and necessarily arise from it.

Reverend Mr. Angell.

To transcribe with promptitude, to arrest from dissolution, and render perpetual the fleeting thoughts of the ardent mind, are among the foremost advantages of the stenographic art, and ought to be cultivated by every lover of human knowledge.

James Henry Lewis.

The triumph of stenography, however, over all the difficulties by which it has been opposed is decisive and complete. It is now diffused throughout every class of English society and is generally practiced in the most enlightened kingdoms of the Continent. It forms a principal object of tuition in our eastern seminaries and has attracted the attention of professional men in the United States of America.

James Henry Lewis.

He who in shorthand would excel
Must know each mark and form it well;
And if he wish to write with speed,
And what he's written hope to read,
Each word that's in the tables placed
Must on his mind be deeply traced.
In vain may he expect perfection
Who shuns or slights each choice direction;
But he who will himself divert,
And with the rules become expert,
Can copy out whate'er he please,
And read the whole with perfect ease;
Take down a sermon, or a speech,
And speedily perfection reach.
In short, in each important matter,
He'll write as fast as tongue can chatter.

James Henry Lewis
1786-1853

O U T L I N E

Motivation of Shorthand

I Place of Shorthand in the High School

- A Justifiable only because of its aim
 - 1. to furnish pupils with a marketable skill
- B Separation from bookkeeping should be distinct
 - 1. unless community warrants otherwise

II Awakening Interest in Shorthand

- A Teacher's responsibility
 - 1. knowledge of subject
 - 2. interest in subject
 - 3. ability to handle drill effectively
 - a) attention to significance of habit
 - b) recognition of need of variety
 - c) motivation

III Maintaining Interest in Shorthand

- A Methods discovered from observation and questionnaires
 - 1. appeal to instincts
 - 2. appeal to higher motives
 - 3. teacher's personality
 - 4. mere tricks
 - 5. supplementary work
 - a) Gregg Writer
 - b) board work

IV Follow-up Work of Teacher

- A Survey of industrial conditions and jobs in community
- B Placing pupils
 - 1. exchange of references
- C Following up placement
 - 1. talk with pupil
 - 2. talk with employer
 - 3. card catalogue
 - a) results filed in school office
 - b) unusual successes reported to classes

SHORTHAND IN THE HIGH SCHOOL

Commercial education has for a number of years been recognized as a form of vocational education. This work is guided by certain general principles, the most important of which is the development of an equipment that is productive of marketable skill. There are, too, certain specific aims which present themselves in no uncertain terms:

1. Training girls and boys as office assistants who are capable of doing active work, who possess the powers of concentration and initiative, who can make decisions quickly and clearly, who are able to put forth constant and consistent effort.
2. Maintenance of the closest possible correlation between theory and practice.
3. Establishment of training upon a basis of actual placements and follow-up work.

The situation as to commercial work in the high school is somewhat different from the other branches of vocational education in that equipping pupils with a marketable skill is its only justification for existence in the secondary school. Unlike home economics, manual training, agriculture, all of which function very definitely in the lives of the pupils, training in commerce has as its objective a skill that is to be sold to the public in an open market. For that reason its organization must be arranged so as to meet the requirements of business men and so as to give the pupils some skill which they can sell when they leave school.

The tendency today is toward a separation of the technical *Find.* subjects; and it was found by Mr. Earl Barnhard, Director of the

THEORY OF THE STATE

Domestic education has for a number of years been regarded as a form of vocational education. This view is upheld by certain general authorities, the most important of which is the development of an education that is conducive to economic well-being. There are, however, certain specific aims which government intervention in

no other way:

1. The first aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply. The second aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.
2. The second aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

3. The third aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

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10. The tenth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

11. The eleventh aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

12. The twelfth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

13. The thirteenth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

14. The fourteenth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

15. The fifteenth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

16. The sixteenth aim is to secure the highest possible standard of living for the people of the country. This is done by the state in various ways, such as the provision of education, the regulation of the labor market, and the control of the money supply.

Federal Board for Commercial Education, that only in rare instances were assistants called on to do both shorthand and bookkeeping. A boy or girl who went into an office was either a stenographer or a bookkeeper, rarely both. The ideal situation, then, would be to allow the pupil to concentrate on either stenography or on bookkeeping, taking the alternative as an elective, if the school is in a community where small, one-man offices predominate.

In a study of 495 stenographic positions held by girls, forty-three combinations of stenography with other specific kinds of work are shown:

Stenography and Billing.....	20
General Office Work.....	15
Dictating Machine Work.....	4
Bookkeeping.....	1
Research Work.....	1
Translating.....	1
Statistical Work.....	1

If, therefore, girls and boys present themselves for training in shorthand, is it not the teacher's primary duty to give that training in a hearty manner, using all her technical knowledge, her knowledge of actual business conditions existing in the community, her knowledge of teaching technique, in order to interest those who come to her and to make them self-sufficing when they leave her?

Many hold that the practical aim of shorthand makes it, to a very large degree, self-motivated, that the children see the need for and recognize the use of the subject, and therefore the teacher need only guide the class through the manual. This is partially true; but there are days when the pupils will not respond to an appeal so remote as successful achievement in a vocation, and it will be necessary to stimulate interest through

various devices. Shorthand is, and ever will be, a drill sub- *Find*
ject; and nothing is so monotonous--and hence ineffective--as con-
tinuous drill in the identical manner and with the identical
method. Speaking from observation and actual personal experience,
nothing could be more futile, ineffective, and deadly than a
shorthand class in which the "I-hate-the-stuff" attitude and the
"get-it-if-you-can" method are employed by the teacher and re-
flected in the work of the class.

In THE AMBITIOUS WOMAN IN BUSINESS by Elinor Gilbert will
be found the ten reasons why women go into business:

1. They have no private incomes, and their men folks
are unable or unwilling to support them,
2. They must contribute to the support of a large or
dependent family,
3. They desire to help a husband who cannot support
the family in decent comfort on his own earnings,
4. They desire a higher standard of living than the
standard with which their parents are satisfied,

Eighty-five per cent go in for these reasons.

5. While parents have a comfortable home they are
unable to supply daughters with pin money, good
clothes, entertainment, etc., *1-4*
6. Not sufficient work in the home to keep the girl *Find.*
interested,
7. Love of an occupation for which a woman thinks *Find*
she is fitted,
8. Desire to be economically independent even when *Find.*
she can be supported at home,
9. Desire for business training so as to be self- *Find.*
supporting in case of need,
10. Supposed opportunity for meeting in business
marriageable men.

The other fifteen per cent go in for these reasons.

Of the above ten reasons, numbers 1, 2 and 4 apply to men as well as to women; and these same numbers tell why many boys and girls enter the shorthand courses in high school.

But the teacher should remember that all those who come into the shorthand class do not come into it because they want to study shorthand: There are those who have to take it if they want to *find* receive a commercial diploma, but their main interest is in book-keeping; there are those who are "credit-chasers" and take shorthand "just to fill in"; and there are those who have tried every other subject, have failed, and have decided to see what they could do in shorthand. What is the teacher going to do with such when they come to her?

The commercial course should not be a dumping ground for flunkers for the academic department, but it should be open to members of the academic department who are in good scholastic standing. It is a well known fact that a person who cannot pass English will never make a good stenographer, hence he or she has *Find* no business in the class designed for the training of stenographers. In the Cambridge High and Latin School, boys are not allowed to take shorthand unless they actually intend to use the *Find* subject in their life work, unless they are members of the commercial course, or unless they are in good standing in other courses; for it was found that boys are usually misfits in the shorthand class.

What is the shorthand teacher to do? Three things: *Find*

1. Awaken interest in shorthand
2. Maintain interest in shorthand
3. Follow up the results of her work

Let us consider these steps in the order in which they are given here.

At the same time, however, it is not to be

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AWAKEN INTEREST IN SHORTHAND

In order that the teacher may awaken the interest of the class in shorthand two things are necessary: The teacher must have a thorough knowledge of the system she is to teach, and she must know all the tricks in the trade of handling a drill subject. She must have so mapped out her course that the usefulness of each day's work will be apparent to the class as it goes on; she must let the class see the need for the particular step in question so that it will be entered into whole-heartedly; she must be sure that competition, especially competition with self, has a prominent place in her plan; and she must have fixed standards which are reasonable, not too hard of attainment, firm but flexible.

With the exception of law, there is, perhaps, no subject in which a teacher appears at a greater disadvantage lacking a thorough knowledge of her subject than in shorthand; she knows how an outline is written, or she does not know; she knows why an outline is as it is, or she does not know--there is no chance to stall, no opportunity to give a personal opinion. One young teacher complained that her class asked so many questions that she began to fear she would get into serious difficulty and lose the confidence of the class--for she had been unable to answer three questions that day. The advice she got was to go to class so well prepared that she would anticipate the difficulties of the class and answer the questions before they were asked. Excellent advice--and it worked.

Again, a teacher should never quarrel with the system she

is teaching. Each system has its good points and serves its purpose, otherwise it would not be used. The teacher's duty is not to condemn, vilify or disparage other systems, but to point out to the class the advantages of the system they are to study. Mr. J. N. Kimball, in one of his articles, compares the various systems of shorthand to the manifold styles of overcoats--what suits one will not please another--but so long as your overcoat and your shorthand system are brushed carefully, used wisely and often, and serve your purpose, why complain because the system or the coat is not more elaborate or less expensive? The teacher should take this attitude and at the very beginning draw for the class some such simile as Mr. Kimball drew. Find

Let us now consider the second requisite, a mastery of the tricks of the trade in handling a drill subject.

Every drill lesson helps in forming a habit, and it is essential that only good habits are formed. Good habits are of value because under their influence right conduct is made easy, the energy and exercise of the will are spared, superfluous muscular activity is avoided, and hard things gradually become easy. It is by doing the same thing over and over at more or less regular intervals that we learn how to do. Repetition, however, will produce effect only when it is accompanied by interest and conscious attention. Often both interest and attention are lost when the drill is not broken or when it is always done in the same way. The more manifold and varied the repetitions, the greater will be the interest and attention, the better the attitude of mind, and consequently the larger the results. Our best work is done under stress of interest rather than will; hence to Find

entertain the idea that one's work is drudgery cannot but prove disastrous both in quality of work and peace of mind. It is generally known that what we wish to do, that we can do; what we can do, we like to do; what we like to do, we do often. It is essential, therefore, that shorthand teachers get their classes in a good frame of mind, make the drill easy, varied, often, pleasant, and encourage their classes, if they desire the pupils to succeed.

Since we are all more interested in people than in things, and since children like to hear what their ancestors and predecessors used to do, it would be well for the teacher to open the class with something of the history of shorthand:

We must have had some shorthand in the Biblical days, else how could we have, word for word, the Sermon on the Mount? We all know the Greeks wrote shorthand way back in the very early Grecian days. The Roman emperors took great pride in their ability to write shorthand. The Emperor Claudius had a contest of all the best shorthand writers and Claudius was beaten--at least no record of the winner was ever published. We don't know with any great degree of accuracy what methods or systems they used, but we do know that they did write shorthand.

Tiro, secretary to Cicero, was the pioneer of Roman shorthand. The system of shorthand devised by him was at first little more than an extensive list of abbreviations. Subsequently it was improved to such an extent that by writing in relays the reporters were able to keep up with the speaker.

Tironian notes gradually fell into disuse and were lost entirely until the end of the 15th century, when a German abbot discovered some notes in a cloister and a copy of the Psalms in a German library. The abbot, however, was not able to transcribe them or to resolve the characters into their alphabetic elements. Nearly 300 years passed before this was accomplished.

Modern shorthand dates from 1568 when Dr. Timothy Bright produced a system to which he gave the title of Characterie, printed in London. As a practical method, however, it was a failure.

The next real land mark in the development of the art is the invention of a system by Isaac Pitman of Bath, England, in 1873. He was a student of the Taylor system, published in Boston in 1809. In 1840 Pitman published his system of Phonography. Distinctive features claimed for his system were: sign for each sound, including vowels, light and heavy strokes for pairing sounds, phrasing, position.

Gregg was first published in Liverpool in 1888 as light line phonography. It was first introduced into America in Boston by the author. Later Mr. Gregg moved to Chicago where he established a school and began the publication of a series of textbooks and a Manual. The system is radically different from the geometric style, the characters being based upon the movement used in longhand.

Shorthand is used in every part of the globe where business is transacted.

Shorthand is considered as a "blind alley" for boys unless they take up reporting or actual secretarial work; but it can be used as a stepping stone to higher things and it will always give a boy a better start. Without shorthand a boy would have to begin as an office boy, but if he has a knowledge--a working knowledge of the subject--then he can start higher up, as one of the force, perhaps.

Charles Lee Swem worked in a factory in the day time and at night he went to a business school and took up shorthand. One night Mr. Gregg visited the class, and on the instructor's commendation took Swem to New York to work. Here he made wonderful progress and Mr. Gregg became greatly interested in the lad. Mr. Swem became Woodrow Wilson's secretary when Wilson was making a tour of New Jersey for the Governorship. It seems that Wilson had an old man for secretary, but just when Wilson was to make his speech the man was taken sick. Somebody had to report it. Wilson immediately sent to the different agencies in Trenton and to the business schools. Finally, Swem was sent on the job. At the time, he was still a lad in short breeches. Wilson was furious when he saw the little fellow that was sent to take his speech, but there was nobody else available so he had to make the best of a bad matter. At any rate, Swem took the speech and turned out the transcript not the next day as most reporters would have done, but within about three or four hours' time. This made such a good impression on Wilson that when he made a tour of the country he hired Swem to go with him. When Wilson was elected to the Presidency, the first job offered anybody was that of secretary--and it was offered to Swem, who at first refused, but at the advice of Mr. Gregg, he

accepted. He was at the Peace Conference Table, he got many gifts from the foreign rulers, and he even slept in Buckingham Palace. From a New Jersey factory to Buckingham Palace on nothing but grit and good shorthand! After Swem got through with Wilson, he went back to Mr. Gregg, and now edits the Gregg Writer. So you see that shorthand is not really a blind alley. Boys can study and use it to great advantage.

When a point of contact has thus been made, the teacher should grasp the opportunity to work while the class is in a receptive *Rec* mood. The next logical step would be to speak a little more fully about the system to be studied; of its success as a system, of its use, of some of its strong features--all the time pointing out the ease with which it can be written.

And here is where the teacher can introduce what she wishes to say about the mechanics: pen or pencil--size, kind, number; paper or notebook--ruled, width, center line, dating, keeping the place; manner of holding pen or pencil; position of paper or book.

Just as soon as it is possible to do so, the teacher should tell the class what standard she expects them to reach. The *Rec* classroom is the office, she is the manager, all work that leaves the office must be signed by her; and, of course, she will sign no work that would not be commercially acceptable.

People never do anything without a motive; no word is spoken, no act performed unless a reason has suggested itself to the person and he feels the need of carrying out the suggestion or satisfying the desire. Therefore it is necessary that every ac- *Find* tion performed in the classroom have some sort of motivation, some reason, behind it. Psychologists have named seventeen instincts which are recognized as fundamental causes for action. Of the seventeen, eight may be appealed to by the shorthand

teacher: Manipulation and construction, food-getting, ownership and collection, desire for group activity, display and attention-getting, rivalry, curiosity, self-importance.

Keeping these eight points in mind, along with the fact that to motivate a situation it is necessary only to connect it with present interest and with instincts, the teacher should have no trouble in finding a way to awaken latent or arouse lagging interest.

One of the best expressions of the motivation of shorthand that I have found is contained in an article in the Gregg Writer for September, 1924, by W. W. Lewis, Head of the Theory Department of the Gregg School. As one reads the article, he cannot but see the strong motives given and the number of primal instincts appealed to.

"Many of our most successful men and women today are indebted to shorthand for their start toward the goal of success. In your study of shorthand, you are taking up a fascinating and most useful art. You are equipping yourself for entrance at the doors of business and will take with you such qualifications as the business man is willing to reward you for possessing. You will save yourself hours of valuable time through the elimination of the use of longhand, and let us not forget that time is the stuff of which life is made. There is no greater time saver than shorthand. With it, you are equipped to earn a livelihood, or if you choose to continue your college work, it will be an aid of inestimable value. As an opening wedge to business, it has no equal; as a profession, it ranks among the most lucrative. The practice of shorthand for a few years is of itself an education which can be secured in perhaps no other way. Find.

"Whether you succeed in the study of shorthand and perfect your knowledge so that it will be of value to you all through life, will depend largely on how thoroughly you master it. The place to begin is with the first lessons. They are the foundation. A building the foundation of which is built upon sand, will fall with the first storm. Likewise, the shorthand structure built upon a faulty knowledge of the elementary principles will crumble when put to the test....."

Teacher: Manipulation and construction, free-giving, ownership
and collection, desire for group activity, display and attention-
getting, vivacity, curiosity, self-importance.

Keeping these eight points in mind, along with the last two
to motivate a situation it is necessary only to connect it with
present interest and with instincts. The teacher should have no
trouble in finding a way to arouse latent or aroused lagging inter-
est.

One of the best expressions of the motivation of shorthand
that I have found is contained in an article in the Gregg Writer
for September, 1934, by W. W. Lewis, head of the Theory Department
of the Gregg School. As one reads the article, he cannot but see
the strong motives given and the number of primal instincts ap-
pealed to.

"Many of our most successful men and women today
are interested in shorthand for their own sake. They are
fond of numbers. In their study of shorthand, they are
taking up a fascinating and most useful art. They are
enjoying themselves in the process of learning it. They are
proud and will take with them their qualifications as the
possessors of a skill which is winning for them in business.
They will have your best books of shorthand and will study
the explanation of the use of figures, and let us
not forget that the study of shorthand is a life-long study.
There is no greater time saver than shorthand. With it,
you are enabled to write a great deal, or if you choose
to continue your study, it will be of aid to you
in business and in life. As an exciting study to business, it
has no equal. As a hobby, it ranks among the most
interesting. The pleasure of shorthand for a few years
is of itself an excellent thing and can be secured in per-
haps no other way.

"Whether you succeed in the study of shorthand and
perfect your knowledge as fast as will be of value to
you all through life, with genuine interest in your inter-
esting study is the first step to success in the
first instance. They are the foundation. A solid
foundation of which is built your study, will tell
with the first stroke. Likewise, the learning of shor-
tand will give a lasting knowledge of the elementary
principles with a whole which will be the best....."

III

MAINTAINING INTEREST IN SHORTHAND

When the teacher has secured the interest of the class, her next step will be an endeavor to maintain that interest. Drill that is carried on in the same way day after day becomes monotonous and ineffective, and leads to the formation of bad rather than good habits. The class will soon recognize the difference between the lesson that is motivated and the one that is given just to keep them busy; and they will respond accordingly. Find.
Rec.
Should
Not
be

In an effort to discover some of the means by which successful shorthand teachers have continued to hold the interest of the classes from the first day of the term to the last, I visited several shorthand teachers in and near Boston, and to those whom I could not visit I sent questionnaires. I found that every successful teacher appealed to many instincts and varied the drill from day to day.

I shall quote a few of the typical answers I received to the question: To what motives do you appeal? Find

"Joy of progress, and the feeling that they are studying something that, properly learned, will enable them to get started in the business world immediately upon leaving high school."

"From the first lesson in the manual, the class room is treated like a business office as far as possible. I, as teacher, am the manager and call for the attitude of employees on the part of the pupils. The individuals try to measure to a high standard, realizing how valuable the training is for their future work."

"Motive peculiar to shorthand is that of practical use as a means of income if learned thoroughly. More immediate motives are the conventional ones in use in any subject--perfection for its own sake, love of progress, competition with other pupils and with other classes."

THE TEACHER'S INTEREST IN HIS CLASS

When the teacher has secured the interest of his class, the next step will be an endeavor to maintain that interest. This is carried on in the same way after any business meeting ends and is effective, and leads to the formation of new ideas than good habits. The class will soon recognize the difference between the lesson that is motivated and the one that is given just to keep them busy; and they will respond accordingly.

In an effort to discover some of the means by which successful short-hand teachers have continued to hold the interest of the class from the first day of the term to the last, I visited several short-hand teachers in and near Boston, and to those whom I could not visit I sent questionnaires. I found that every successful teacher appealed to many instincts and varied the drill from day to day.

I shall quote a few of the typical answers I received to the

question: "To what motives do you appeal?"

"Joy of progress, and the feeling that they are studying something that, properly learned, will enable them to get started in the business world immediately upon leaving high school."

"From the first lesson in the manual, the class goes to business like a business office as far as possible. I, as teacher, act as manager and call for the attention of employees on the part of the pupils. The discipline is to respond to a high standard, realizing how valuable the training is for their future work."

"Positive reaction to shorthand is that of practical use as a means of income. It is learned thoroughly. Here immediate motives are the conventional ones in use in any subject--participation, the fact that, in case of interest, cooperation with other pupils and with other classes."

"1. The joy of accomplishment. Doing well whatever you attempt to do. 2. Getting a good 'job' when ready to go to work. They can hardly understand the motive of working for work's sake. Since this is a "bread and butter" subject, it isn't quite as necessary to make appeals as in a more abstract subject."

Next I shall take the reader on several visits with me, and I think that to him the results of the various types of procedure will be quite evident.

In a large high school for boys I saw a class of seniors go through the regular work of the day. As I entered the room I was immediately struck by the room itself, which was large and well lighted; the furniture was new and modern in style, and was of the type usually found in business offices. In one corner of the blackboard the assignments for the week were written in shorthand; further down was a bulletin board which held specimens of good work--transcription and homework--a copy of Civil Service requirements and dates for examinations, and a few instructions signed by the teacher; in the back of the room was a display of the various forms of business letters, neatly tacked to the board and bound with colored tape. That the teacher was interested in his work and in his class could not be doubted, and he appeared as the "brisk, busy business man" who was on the best of terms with his assistants.

Homework was read, corrected, dictated; review letters were dictated, and special attention was given in this set to proper names and to phrasing. No boy was allowed to read more than two or three short sentences, so that class participation was 100%. Everybody was busy; for while one boy read back the other members of the class took from his dictation, and the teacher walked among the boys to make comments or suggestions and to give praise and

"1. The joy of accomplishment. Doing well whatever you attempt to do. 2. Getting a good job when ready to go to work. They can hardly understand the motive of working for work's sake. Since this is a 'stress and strain' subject, it isn't quite as necessary to make appeals as in a more abstract subject."

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In a large high school for boys I saw a class of seniors go through the regular work of the day. As I entered the room I was immediately struck by the room itself, which was large and well lighted; the furniture was new and modern in style, and was of the type usually found in business offices. In one corner of the blackboard the assignments for the week were written in short-hand; further down was a bulletin board which held specimens of good work--transcriptions and homework--a copy of civil service requirements and dates for examinations, and a few instructions signed by the teacher; in the back of the room was a display of the various forms of business letters, neatly tacked to the board and bound with colored tape. That the teacher was interested in his work and in his class could not be doubted, and he appeared as the "boss", busy business man, who was on the best of terms with his assistants.

Homework was read, corrected, dictated; review letters were dictated, and special attention was given in this set to proper names and to punctuation. No boy was allowed to read more than two or three short sentences, so that class participation was 100%. Everybody was busy; for while one boy read back the other members of the class took from his dictation, and the teacher walked among the boys to make comments or suggestions and to give praise and

encouragement. If the boy who was transcribing "got stuck", the teacher asked another to "give him a lift". In this way the lesson proceeded. Dictation of new material for transcription was given, and then as soon as the dictation was finished, the boys opened their desks and began to transcribe. The form of letter to be used was given and one or two cautions about the placing of the letter. The boys went to work with a good will and as earnestly as though they were actually working for the president of a large firm. The whole lesson was so orderly, the boys so eager and attentive, that I remarked what a wonderful class it was--how good, how active, how interested the boys really were. The teacher said that the particular school had the worst name of any of the schools in the city for discipline; that all the "rough-necks" of the city entered it; but that the shorthand and typewriting classes were usually pretty good because they were kept busy and they knew in advance what was expected of them, and it was put to them in plain English that if they could not behave themselves in a commercial study they had no business in an office and so would get no recommendation from the teacher or from the school. The goal was indeed the job objective.

In another boys' school nearby the teacher said to me when I entered the room: "Well, did you come in to look us over?" At which the boys very nearly became uproarious. This teacher sat at his desk and called each boy to him. When the boy arrived, he passed in his homework and received a check against his name in the teacher's record book; but if he did not have his work, he received a zero and a rather sarcastic remark in addition. Next, the first boy in the first row went to the board and the teacher

encouragement. If the boy was transcribing "just stick", the teacher asked another to "give him a lift". In this way the lesson proceeded. Dictation of new material for transcription was given, and then as soon as the dictation was finished, the boys opened their desks and began to transcribe. The form of letter to be used was given and one or two questions about the placing of the letter. The boys went to work with a good will and as earnestly as though they were actually working for the president of a large firm. The whole lesson was so orderly, the boys so eager and attentive, that I remarked what a wonderful class it was--how good, how active, how interested the boys really were. The teacher said that the particular school had the worst name of any of the schools in the city for discipline; that all the "rough-necks" of the city entered it; but that the principals and superintending classes were usually pretty good because they were kept busy and they knew in advance what was expected of them, and it was put to them in plain English that if they would not behave themselves in a commercial study they had no business in an office and so would get no recommendation from the teacher or from the school. The school was indeed the top objective.

In another boy's school during the lesson said to me when I entered the room: "Well, all you have to do is look at every" At which the boys very nearly began shouting. This teacher sat at his desk and talked and boy to him. When the boy arrived, he passed in his homework and received a check against his name in the teacher's record book; but if he did not have his work, he received a zero and a rather sarcastic remark in addition. Next, the first boy in the first row went to the board and the teacher

dictated to him from the homework at the rate of about ten words a minute; the boy was slow, was not holding the chalk correctly, and was not sure of his outlines. The chalk squeaked, the teacher commented on the correct way to hold the chalk; the chalk once again squeaked and the teacher told the boy to sit down and take zero for the day's lesson. The next boy went to the board with practically the same result; at any rate he too got zero for the day's work. This went on through a forty-five minute period. After the class had been dismissed, the teacher told me that it was the worst class he had, most of the boys in the school were "dumb" anyway, and he was not going to waste any energy trying to make them do what they did not feel like doing.

If the reader will go over these two cases again, will consider them thoughtfully, and compare them, he will see the difference between a situation that is motivated and one that is not.

One class I saw was conducted as a business meeting. The teacher called the class to order, had the secretary's report read, took up old business--which was penmanship drill, homework, and review--proceeded with new business--the lesson for the succeeding day. This was done often, but not every day, and was certainly productive of good results. Everybody paid strict attention to everybody else, everybody was courteous and attentive, no time was lost on unnecessary repetition by the teacher, and thus there was plenty of time to give to interesting phases of the subject.

I watched this same teacher work a double period with a first year class. A thorough review of a section was given during the first part of the first period, which was conducted somewhat after

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I watched this same teacher work a double period with a first year class. A thorough review of a section was given during the first part of the first period, which was commented somewhat after

after the manner of supervised study; and at the end of the first period, the last ten minutes, there is individual study while the teacher walks about the room and is ready to help individuals. The second period is given over to the weekly test: the giving of the test, collection of papers, explanation of forms. Five per cent is taken off for every wrong outline. When the teacher first gave a test of this kind the class average was zero; and the class, alarmed by the low mark, made a great effort which resulted in a class average of twenty per cent the next week; the third week the average went up to thirty-two; finding that improvement was possible, the class made a desperate effort to rise, and their efforts were rewarded by a class average of sixty. The teacher still insisted that they could do still better work if they really wanted to, and said that perhaps the reason they had such a low average was that they were not used to getting new words (for the test was entirely on new words). She suggested that when the pupils are riding in the cars they think of how the words in the advertisements might be written, also if they meet a strange word in English or history, think of how that might be written, and in this way they will become accustomed to attacking new words. If they found some word they could not write, they should bring it into class and discuss it.

This teacher's hobby was shorthand penmanship, and she gave a great deal of time to class practice of penmanship. The class sent in their papers to the O. G. A.--Order of Gregg Artists, and less than one-third of the papers were accepted. Three months later the same class sent papers in again, and all but a few of the papers were awarded the Certificate. School spirit, class

competition, mastery of difficulties as a measure of self-discipline were the motives appealed to by this teacher, and she pointed out to the class in no uncertain terms that the power of self-discipline was one of the most important and valuable possessions of an office worker.

Just a word about the O. G. A. Membership in the Order of Gregg Artists is an honor sought for by most shorthand pupils, and one approved and highly recommended by the teachers. The winning of a Certificate is a real accomplishment. It means the acquiring of a knowledge of shorthand theory and style in shorthand penmanship as indicated the difference between a mere writer and a writer of promise. The Certificate is awarded to any student who submits a satisfactory specimen of notes written from the test printed each month in the Gregg Writer and submitted in accordance with certain specified conditions. The paper of the successful candidate shows correct application of the principles; smooth, even, light lines, secured by writing with an easy arm movement; characters which are correct in curvature, slant, and method of joining; characters correct in size and proportion; close and uniform spacing between outlines. The specimen may be written with pen or pencil as preferred; and the use of the instrument with which the candidate can do the best work is recommended. If the specimen is not accepted, it will be returned with suggestions and criticisms and the pupil may try again. If his notes are better than the average, his name will appear on the Honorable Mention list in the Gregg Writer, and a pin will be awarded him.

Another teacher had a good method of centering the attention

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of the class on penmanship. After careful practice on an article that had been assigned for homework, a separate sheet was taken on which each pupil wrote a distinguishing symbol rather than his name. Instructor dictated the article or letter again, the aim being to make ACCURATE notes--to see whose notes would look most like the plate from which they had practiced. The papers were collected and given to six pupils who had an average of A or B the preceding month and whose penmanship the teacher considered good. These six took the papers and books into another room to compare the work of the class with the shorthand plate. They reported the results of their judging and these were verified by the teacher, who found that very often the pupil judges were much more severe than she. This teacher procured a Gregg penmanship scale and once in a while dictated a short letter or article to the class and then allowed each one to consult the scale and mark his own paper accordingly. Sometimes this procedure was varied by having someone else check the paper, or having the teacher herself do it. Yet, when I asked if she ever had the class practice for the O. G. A., she said no, she didn't have time, there were too many other things to be done. But I am sure she was getting the same results and accomplished as much as the teacher who had the daily drill and sent the papers in for awards; because, after all, it is not the certificate nor the pin that the class actually worked for, but the high standard which the awards represent. The motive was good work well done in both instances; the incentive in the first case was the award, in the second it was an extra A if the paper showed a marked improvement over the last paper. Fm^d

Speed sometimes can be forced by dictating faster than the pupils can really take, then have them go over the take slowly, correct it and try again. Thus students who have been taking dictation at eighty words a minute and apparently sticking there begin to try to write at one hundred, putting down something for each word they hear. Dictate a second time and decrease the rate to ninety; and it frequently happens that those who thought they could not take any faster than eighty, find they actually can write at ninety.

This was evidently what one teacher had in mind when she dictated letters for speed at the rate of 100 for a half a minute, 120 for half a minute, 150 for half a minute, urging that everybody write something for each word dictated. Then the 100 take was given over again for one minute, and the 120 for one minute. The outlines in the material were then discussed. This gave the class a chance to rest from the dictation. While still their hand was in the habit of moving rapidly, the day's transcription was given at the regular rate of 90 a minute for about ten minutes, consisting of short letters and one short article.

As I remarked in a previous section, the fact is well known that a person who cannot pass English will never make a good stenographer. No less person than Mr. Swem said that success as a stenographer or reporter was based on two things, ability to write and read shorthand quickly, and a good vocabulary. It is self-evident that if a person does not know a word in longhand he will not know it in shorthand. / At a conference held in Boston last December, Mr. Swem declared that he never knew a person successful as a stenographer or reporter who was not equally success-

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ful in acquiring a vocabulary. He said that when the late Woodrow Wilson began to study shorthand, he first learned the principles and then took from his father's library works on philosophy, architecture, religion, medicine, politics; and from these got the supplementary words for his practice, and incidentally for his vocabulary.

The high school pupil is in training for office work. He does not know into what kind of office he will go, so it is well that he become familiar with the technical terms of the most important industries and professions in his community. To this end teachers have helped immensely by guiding in the construction of a vocabulary book. Into these books go (in their alphabetic order) words which are common but difficult to spell or to execute, words which are common but of strange or unusual formation, words which are uncommon or technical--and their respective outlines. These books are suggested by the teacher, and the class usually takes the suggestion and begins to work upon it of their own accord. Once in a while the teacher will say, "I would like to see how you are getting along with your vocabulary books." The books are collected, corrected if necessary, and returned. Most teachers remark on returning the books, "I have found some of these so good that I gave the owner an extra A." This will great^{ly} please the owner and encourage others to put more time and effort into the construction of the vocabulary book. It is, of course, pointed out that these books will be of no value unless the pupils know what is in them, and for this reason many teachers give a test made up of words found in vocabulary books, which necessitates a review before the test, and often the introduction of a new

principle.

One teacher who had had marked success as a shorthand teacher found ten methods by which he could drill on word signs. He begins the lesson on word signs by telling that class that from 45-97% of the language we use every day is made up of word signs; and 95-100% of the business language, the language used in ordinary commercial letters and offices, is in word signs. A word sign is a sign for a word, the most common words, like a, the, and, etc. Having stressed the importance of word signs, he follows this by asking one member of the class to bring in a letter from his father's office, or any business letter; another to bring in a paragraph from the sporting page of the newspaper; another a column from the editorial page; another, the headlines on the first page. The pupils are to circle every word sign in their paragraph and bring it to class the following day. (The lesson on word signs is a review of all the word signs learned up to date, plus several new ones, but the class is responsible only for the word signs they have learned.)

I shall give the ten methods as he uses them:

1. Individual word method--explanation, give the class a peg on which to hang the word. Write it in the air, on paper, on the board, read back.

2. Folding paper method--copy on the first fold from the book and write on the second fold the longhand; go back to the book for any you didn't know and fill in; then fold the shorthand over, leaving the longhand on top; in the next column write the shorthand again, and so on until you have filled ten or twelve columns, at the end of which you will know a great deal more than when you began.

3. Card method--have cards about one inch square; on one side have the shorthand and on the other side the corresponding longhand. There are two ways of using this: Play with the longhand side up (or with the shorthand side up); when you

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see "what" give the outline. Turn the paper and if you are right put the paper to one side, and the ones you get wrong put to the other side. When you have finished the pile, pick up the ones you had wrong and go through them again in the same way as before. Put a time limit on the work. Go slowly at first, but gradually increase. This can be played with partners, each having the same number of cards, and see who will get the most right.

4. Pocket method--same in principle as the card method; especially good for travellers, who can put the right ones in one pocket and the wrong ones in another pocket.

5. Spelling match--same in principle as the old fashioned word spelling match. Especially for last period classes. Give the word and have the one who is to answer spell it out and write it in the air at the same time. Give the words quickly, and allow no time for thinking. It might be well to use it at the beginning of the hour, but don't keep it up for the whole period, for it would become monotonous.

6. Baseball Game--divide the class into teams; have the class elect a captain or else the teacher appoint one. The captain is the pitcher; he takes his book and "delivers the ball" to the other side; the teacher will be the umpire and keep score. Have a chart, ball field, on the board for this purpose.

7. Cover-up method--particularly good for testing yourself out to see if you know every word in the column. Cover the shorthand notes in the book and from the longhand write the corresponding shorthand; move over when you have finished the column and correct your work; circle the errors and practice them then or later.

8. Gregg Chart method--obtain chart from the Gregg Publishing Company.

9. Word Sign Chart--comes in the back of the Supplementary Exercises. Block off a certain number of word signs and drill horizontally, vertically, backwards, forwards, in all combinations possible. When these are learned, take another section, block it off, and drill in the same way. Always set a time limit.

10. Sentence and Letter Drills--Markett's Book. Have class bring in at least one sentence in which 99% of the words are word signs. In the Supplementary Exercises there are also a number of easy letters with word signs.

And the progressive teacher sees that these variations will be of use in lessons other than that given over to word signs.

No teacher is a real shorthand teacher who does not use the blackboard. And she can use it in so many interesting ways. It is not necessary that the teacher have her own room in order to do this. Every teacher has the privilege of reserving a portion of the blackboard for her work, if she would only ask the room teacher for a small corner. As the English teacher accomplishes a great deal by placing on the blackboard quotations from the authors the class is studying, so the shorthand teacher can use some of these same quotations, and write them in shorthand for the class to practice or read. The shorthand quotations should always be within the ability of the class, otherwise it does more harm than good. Sometimes the quotation will take the form of a poem, two lines of which are placed on the board today, the next two tomorrow, etc., until the whole poem has been written and read.

One of the most interesting classes I ever saw had its natural beginning from a question about one of the forms in the poem, "Hills", by Arthur Guiterman. The first three stanzas had been placed on the board to draw the attention of the class while the teacher took the attendance, cleared the board, gave out the paper, and other routine duties. Every member of that class was thinking only of the outlines on the board. When the teacher had finished, she asked who could read the three stanzas. Several volunteered; one was called upon and read exceedingly well. As the teacher had planned, someone asked about the formation of a certain outline. I did not understand the formation nor the question--for the system was one with which I was not familiar--but the teacher answered it in such a way that a discerning

pupil asked if that were so why the word in the next line was written in that particular way. Having answered all the questions, the teacher then dictated the three stanzas, the class corrected from the board; the work was then erased and a pupil went to the side board and another dictated, while all the class was writing as well as the pupil at the board. The work was criticized by the class, helpful suggestions made and taken in the most friendly manner. The lesson for the following day came naturally out of that reading, and here again the teacher used the blackboard herself in a most interesting and orderly way. The last five minutes of that period the teacher gave over to a little talk on the works of Guiterman and some of the newer poets whose works would prove instructing and entertaining to the class. This was a class that I visited nearly two years ago, but it left an impression that no other class or teacher has succeeded in doing.

Mr. Gregg once told of a teacher who, to change the routine transcription work, would occasionally give a short speech on the value of shorthand, or some topic of general interest. This would be given regardless of time, speaking at a natural rate, and the pupils were asked to take the speech as they would a lecture. Of course the tone and speed in an exercise of this kind would differ very much from the exercise in which the teacher reads, with one eye on the printed page and the other on the second hand of his watch. Mr. Gregg liked this procedure, but would not advise its being done too often.

There are no limits to the interesting things that a shorthand teacher might do. I like the answer I got from the head of the stenographic department of a large city high school when I

asked what unusual or interesting things she did to keep the pupils with her: "I don't do anything unusual. I mean to keep 'peppy', well-dressed and very much alive. Then as the occasion arises, I do any little thing that fits into that particular day's work. If your heart is in your work, the inspiration comes."

Please consider carefully the last sentence.

We have been told that the matter of discipline is practically negligible in the shorthand class. Punishments are rare, unnecessary. The rewards and incentives for good work done, however, are very interesting in their variety and methods of distribution.

To many, marks are the only known incentive; but marks, as such, should be discouraged. Only if the pupil keeps in mind the meaning of high marks--the mastery of a difficulty, the accomplishment of a given task--are marks good incentives.

One teacher to whom I spoke on this subject, the mark as an incentive, said that she rarely mentions marks. Of course it is necessary to have marks for term grades and so pupils will know where they stand; but she said she often corrects papers, puts the mark in her rank book but not on the paper, so that when the class get the papers they think not so much of the A, C, or E as they do of the errors they made and of how those errors should be corrected. The teacher, of course, has a definite standard of marking and has that well in mind, but she never says a word about marks to the class.

Then I talked this over with other teachers they strongly opposed the plan and said that although it sounded high and lofty they doubted if it would really work. I think, however, that if a teacher plants firmly in the minds of her pupils the job ob-

jective and the commercial value of the work they are doing, and place great emphasis on commercial standards, the pupils will see the wisdom of the plan and will not, as some of the teachers fear, question the teacher's marking and knowledge of where they actually stand. For example, if a pupil passes in a paper which is anything but neat, which is done in pencil when it was supposed to be done in ink, then the teacher will write across the paper "rewrite" which simply means that the paper would be too poor to leave the office. A "rewrite" would naturally mean a failing mark on that piece of work. If the work was good but there was room for improvement, the teacher would make some suggestion and give the paper a passing grade. If the paper were perfect, or nearly perfect, the teacher would O. K. the paper and mark it A or B in her rank book. The actual marking of papers is not necessary. The class will not look for marks if it is made to appreciate the value of the commercial ranking. *Fin d*

One could go on almost indefinitely, listing ways and means which shorthand teachers may use to maintain the interest and attention of their classes. Sometimes, however, an individual teacher's initiative or imagination gives out and she finds it necessary to call on some supplementary aid. Almost every system has this supplementary aid in the magazine printed especially for it, and from this the teacher will get all the help she wants.

Let us take one issue of a popular shorthand magazine, The Gregg Writer, and see what is in it that a teacher could use. I shall make a review of the March, 1925 number.

On the first page, 323, is an article "High Lights on Business English" by the author of "Applied Business English".

"Words are the currency of the stenographer."

"The stenographer who has at his command a large and varied store of words; who knows their meanings and can use them fluently.....has in his hands the surest means to advancement and success."

"Words are the smallest units of thought, for words and ideas are inseparable."

"Suppose a new word occurs in your dictation. Two courses are open to you. One is to let it slip through your ribbon and forget it.....The alternative course is to seize upon it with active interest, to 'look it up' in the dictionary, to stamp its meaning indelibly upon your mind,.....and to familiarize yourself with its proper use."

"You will no longer find yourself forced to use slang in conversation for lack of better words with which to express yourself, and you will not fall back upon hackneyed business phrases in your correspondence for want of more vivid and effective phraseology. As a short cut to culture and a concentrated college education, the habit of systematic word-study has no superior."

These are some of the best sentences in the article. What an ideal chance for the teacher to say something old in a new way, using the thoughts and words of another, to use this for transcription or for practice dictation; the words are common, easy to write, and of great importance.

Following the article are a few rules for spelling which the teacher might dictate at intervals--not all five rules together, because this would be confusing and defeat her purpose.

Then there is "The Monarch of Our Zoo"--a stag whose outline is made from shorthand characters. In one classroom I went into, I saw the teacher had put this on the board and she said that the class was trying hard to translate all the outlines. It is particularly good for review work and for stimulating the interest of beginners.

Following this is an account of some of the regional con-

ferences recently held throughout the country. If it is possible to attend, the teacher should do so, for these gatherings are helpful and stimulating, and a report of the conferences to the class will be of interest, particularly if the conference is held in the city.

There is, too, a shorthand short story "of intrigue and action", reprinted in shorthand from the November 15, 1924 "Liberty". Here is a fine chance for the teacher to introduce new material for dictation, material that is good and appealing to the class. There are several good outlines in the article and if the magazine is in the hands of the class, it makes an ideal reading lesson. I well remember an article in story form that was dictated to me when I was in high school. It was the story of the Laughing Earthquake. Just a small portion of it was dictated every day, but the entire class was eager to get on with the story, to find out what happened next. And the Gregg story, "Signals" could be treated in the same way.

There is in this issue the regular monthly article by Mr. Lewis, Head of the Theory Department of the Gregg School. This month it is on "Eliminating the Dross", and is really a continuation of last month's talk (see page 9). Mr. Lewis says, "There are right ways and wrong ways of doing things. The right way saves time and effort and the wrong way wastes time and effort." He then proceeds to give the reader some practical time-saving suggestions about being ready, looking to his tools, his notebooks, his transcripts. The following two pages are taken up by lists of words and sentences classified according to the lessons in which they appear, and I have found these useful as supplementary drill

work, or for tests.

For the advanced pupils there are two good business letters which can be used for dictation, transcription, or class reading.

It would be a fine thing if every Gregg shorthand pupil could subscribe to this magazine. In some places this is done with the very best results, but in large city schools it is not always possible to get 100% subscription; and borrowing or doubling often causes trouble. But the teacher can use the magazine successfully even though it is not in the hands of the class.

The next topic of interest is the cross-word puzzle, which is easy and within the reach of all who have finished the manual. Classes have showed a great approval of these puzzles, and many points have been clarified that might not have been thought of under ordinary conditions.

The editorial pages of this issue deal with the reporting problem, and the boys of the class take very kindly to this, as well as to some of the intricate reporting phrases which are published every month in the court testimony.

We find penmanship drills and a plate of the winner of the O. G. A. for November.

Then we have another shorthand short story; a humorous article entitled "Shorthand a la carte"; an account of Mr. Swem's recent triumph in the New York Supreme Court Examination in which he received a grade of 97.67%; and last of all a page of good jokes in good shorthand.

What a variety! There is no need for any teacher to grow stale in her work if she will only follow up one of the phases of the work carried out in the magazine or suggested by it.

For the same reason, the fact that the work is done in a certain way, which may be good or bad, is not a matter of principle, but of fact. It would be a long time to try to prove that the work is done in a certain way, and it is not always possible to do so. The fact that the work is done in a certain way, and that it is not always possible to do so, is a matter of fact, and not of principle. The fact that the work is done in a certain way, and that it is not always possible to do so, is a matter of fact, and not of principle.

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To summarize the advantages of the Gregg Writer:

1. It will create an interest in the work that is absent without outside aid.

2. It will intensify and clinch the importance of thoroughness and accuracy.

3. It will arouse the ambition of the pupils and stimulate them to do more work, and better work.

4. It will furnish a large amount of the best kind of supplementary reading and writing practice, which greatly simplified the teacher's work.

Pointed talks by carefully selected persons actually engaged in the various types of office work give valuable help, create interest, and clinch the desire in the pupils to work and progress. These talks may be sketched briefly by the teacher in order that broad view, proper impression, and specific information may be gained. After the formal talk opportunity should be given for asking questions; and if possible, individual conferences should be held between pupil and speaker in an effort to make the contact more definite. Contacts with business are of the utmost value and importance to pupils, and every opportunity should be grasped to establish them.

SURVEY OF THIRTY-TWO TEACHERS*

Direct Motivation

satisfaction through accomplishment.....	16
(work for work's sake)	
vocational aim.....	32
("bread-and-butter" appeal)	
self-competition, progression.....	24
group-competition.....	24
emulation.....	13
cultural aim, use in the professions.....	2
(both teachers college graduates)	

Incentives

high marks.....	14
exemption from examinations.....	3
promise of part-time work.....	4
special work, rather than class routine.....	6
posting good papers on bulletin board.....	10
membership in Gregg Club.....	2
membership in School Service Club.....	1
standard Commercial Contests.....	30

Threats

failure.....	6
low marks.....	6
extra work.....	10
rewriting poor work.....	8
after-school sessions.....	2**
loss of recommendation.....	4
withdrawal from class.....	2

Special Methods

games, to vary drill procedure.....	16
(baseball, pocket, etc.)	
supplementary material.....	10
special blackboard work.....	7
class as business meeting.....	3
dictation of timely articles.....	30

No Motivation..... 4***

* There is, of course, an overlapping: some teachers using direct motivation, incentives, threats, and special methods, according to the needs of the day.

** It is quite probable that more than two out of thirty-two teachers keep pupils after school; but I know these two actually make a practice of it. Of the other thirty, perhaps one-half said they "do ocassionally, but not often".

*** Since all teachers appeal, and frequently, to the vocational value of shorthand, it is not right, perhaps, to say that there is any teacher who does not use motivation; but I met four whose only appeal was the vocational one, and whose method of appeal was something like this:

"How long do you expect to hold a job?"

"I feel sorry for the man who gets you for a stenographer."

"You'll keep the employment agencies busy all right."

These, since they are negative appeals, do very little good, and can scarcely be classed with the more effective, positive appeals for vocational efficiency.

CHECKING THE RESULTS

The shorthand teacher is the one who is privileged to see the result of her work, and see it in three months of the time her seniors leave her.

There is a great satisfaction in the knowledge that one has done something toward helping others get a job, money, happiness. The teacher who has personality, who is interested in her work, will not be satisfied to turn out pupils year after year without knowing what becomes of them. She will want to watch them, to see if they are making good; if they are not, wherein she failed.

The head of the stenographic department and her assistants should get together and plan a line of action. They should, of course, first obtain the consent of the principal and school authorities. Having done this, they would next want to see what material they have ready to send out; what the employers of the town have to offer. Sometimes it is better for the principal than for the teachers to make the connection with the employers.

Only the very best will be recommended at first until a sense of confidence and a spirit of real cooperation has been built up between the school and the business men.

The occupation of stenographer is in many respects one of the most pleasant of occupations open to girls, and for that reason many girls seem to become stenographers who are not adapted to the work. The teachers should be careful of this in making recommendations; and to this end the stenographer's self-analysis chart would be of great help both to the teacher and to the girls.

Stenographer's Self-Analysis Chart

Marks: poor and improvement unlikely.....1 point
poor but might improve.....2 points
fair.....3 "
good.....4 "
exceptionally good.....5 "

1. Physical Qualities Points

hair
eyesight
nerve control
endurance
general health

2. Educational Assets

stenographic speed
typewriting
extent of education
well read
languages known (how many)
command of English
spelling
punctuation

3. Mental Characteristics

memory
concentration
reliability
accuracy
persistence
initiative
imagination
ambition
industry

4. Personal Habits and Character

promptness
dress and personal appearance
poise in manner
loyalty
business honor
good temper
ability to cooperate

Many of the girls go into the offices of retail stores which do not confront the stenographer with too many technical terms, as many businesses do. I know of one girl who went from high school into the mail order department of a large retail store. The girl was quiet, nervous, lacked self-confidence; but to balance these she had an ability to see a thing through, to concentrate on what she was doing, she had the faculty of being able to follow directions, and of being willing to do what she was told; and best of all, she had an excellent working knowledge of the English language. It was during the War, and she filled the place of a woman who had held the job for ten years but left to take a Government position in Washington. The girl's supervisor told me that after the first week, she would never know that a change had been made. The girl's work was to write letters from mere notes given her. Of course there were certain form-paragraphs to be used, and the test was could she combine the paragraphs where necessary and put in the personal touch at the right place. She passed the test. In four weeks' time her pay went up from eight dollars a week to twelve, and at the end of three months she was getting fifteen. Had she been well trained? Unquestionably, yes.

To those who intend to go on to business school, the teacher should give the warning against schools which promise a practical knowledge of the subject in a short time--six weeks or three months. This is impossible even under the best conditions. She should warn her class, too, against the school which promises positions to all graduates. This is practically impossible. What actually is done is to raise the standards so high that there are few graduates and therefore, of course, the schools can main-

tain that they do place their graduates.

Some say the market for stenographers and typists is filled; but the demand for competent stenographers exceeds the supply, and always will.

But when the teacher has placed the girls, she should go even further. She should encourage them to come to her and tell her how they are getting along; she should interview or write the employer and verify the report; she should enter both reports on the pupil's place or employment card, and file this card in the school office. And last of all, she should encourage her struggling classes by a recital of the marked successes of the graduates, and spur them on to a like success.

S U M M A R Y

Shorthand is one of the most important of the commercial subjects, and its place in the high school is justified by its aims, which are furnishing the pupil with a marketable skill and keeping the job objective as a goal. The pupils who come for shorthand expect to be turned out efficient office assistants, and it is the duty of the shorthand teacher to do all she can for the pupils in helping them to meet the requirements of business men.

Before a shorthand teacher can successfully handle a class, she must know her subject. This does not mean that she should take an air of knowing more about the system than does its author; neither does it mean that she should condemn or disparage any other system. Her business is to point out the good features of the system she is teaching, how to apply the principles of the system, and treat all other systems with respect in her mention of them. The second necessary qualification for a shorthand teacher is the ability to make drill interesting and effective. Shorthand is and always will be a drill subject, and the teacher should recognize the main steps in drill procedure: expression of motivation, knowing what to do, systematizing the drill, varying the drill, observing the laws of memory and repetition, revising for use and application.

Having aroused the interest of the class, the teacher should strive to maintain that interest by the various devices that come to hand: a shorthand club for the honor members among seniors and juniors; reporting club composed only of honor seniors;

transcription contests, inter-class or inter-row contests; board penmanship contests; conducting class as a business meeting, or as an office with the teacher as general manager; self-dictation; spelling matches; use of flash cards; baseball game; introduction of question box for questions on theory; variation of dictation matter, using letters, articles, editorials, poems, literature, educational reviews, commercial reviews, and any other type of article which may have a particular interest for the class.

The shorthand teacher should, if possible, make connections with the business men in town--of course with the consent and approval of her principal. She should make a complete survey, discovering what kind of jobs are available to high school graduates, what qualifications the business men of the town require in their assistants. Having done this, she should try to win the confidence of the employers and place girls and boys. But her duty does not end here. She should keep in touch with both the employer and the newly employed, and keep a record of the success of her appointment.

If year after year men return to the high school for assistants, the teacher may be sure that she is doing good work, and she will be the recipient of hearty thanks from principal, business men, graduates; and the confidence of her incoming classes will be assured, even before she gets them.

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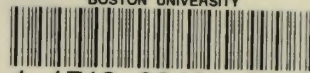
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